**Agreement on the use of the Smarter Balanced 11th grade career and college readiness assessment for placement in Washington higher education institutions**

1. As part of the Washington implementation of the new Common Core State Standards for college- and career-readiness, the community and technical college system and the public and private baccalaureate institutions are being asked to endorse the placement agreement described in detail on the following page.
2. This statewide agreement offers Washington high school students the opportunity to establish their readiness for college-level coursework when entering higher education institutions in Washington, based on their scores on the 11th grade Smarter Balanced assessment.
3. The agreement represents Washington higher education’s commitment to improving student college readiness by supporting the implementation of the Common Core State Standards in the state. Over time the goal is to increase the number of students enrolling directly into college courses without remediation by
4. offering students an early opportunity to know whether they are ready for college-level academic work,
5. providing an incentive for achieving the Common Core standards as reflected in the Smarter Balanced assessment, and
6. creating alternatives for students if necessary to use their senior year more effectively in getting ready for college-level work.
7. If adopted the agreement will be in effect for all Washington higher education institutions opting to endorse the recommendations and will apply to the high school graduating classes of 2016 through 2018. It will be reconsidered formally in winter 2018 based on student performance data.
8. The agreement applies **only** to college readiness and placement considerations for Washington high school students admitted to and enrolling directly after high school graduation.
9. A cross-sector policy work group drafted initial recommendations in fall 2013. Comments were taken throughout winter quarter 2014 from system groups and key stakeholders; the work group then revised the recommendations and produced this proposed agreement.
10. Key community and technical college system groups, including the Instruction Commission and the Washington State Student Services Commission are being asked to endorse the agreement this spring prior to the final language being presented to WACTC in May.
11. WACTC will sign the agreement on behalf of the community and technical college system as a whole; baccalaureate institutions will sign individually.

Please contact Bill Moore (360-704-4346, [bmoore@sbctc.edu](mailto:bmoore@sbctc.edu)) if you have any questions.

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|  | **Mathematics Recommendations** | **English Recommendations** |
| **SBAC Score Level** | **Placement Options Available**  **Based on Score** | **Placement Options Available**  **Based on Score** |
| **For students scoring at level 4 on the 11th grade assessment…** | **Any entry college-level** math course through pre-calculus I | An **entry college-level** English course (including but not limited to English Composition or its equivalent) |
| **For students scoring at level 3 on the 11th grade assessment…** | * **An entry college-level** terminal math course not on the calculus pathway * **An entry-level calculus** pathway math course, contingent on a B or better in a calculus pathway class in the senior year of high school | An **entry college-level** English course (including but not limited to English Composition or its equivalent) |
| **For students scoring at level 2 (below “college-ready”) on the 11th grade assessment…** | **An entry college-level** terminal math course not on the calculus pathway, contingent on a B or better in the statewide math college readiness/transition course[[1]](#footnote-1) or through local institutional processes (transcript, high school GPA, additional testing, etc.) | An **entry college-level** English course (including but not limited to English Composition or its equivalent), contingent on a B or better in a statewide English senior year college readiness/transition course[[2]](#footnote-2) or through local institutional processes (transcript, high school GPA, additional testing, etc.) |
| **For students scoring at level 1 (below “college-ready”) on the 11th grade assessment…** | Additional placement information, determined by local institutional processes (transcript, high school GPA, additional testing, etc.), needed for all entry-level courses | Additional placement information, determined by local institutional processes (transcript, high school GPA, additional testing, etc.), needed for all entry-level courses |
| **Placement options apply to students who…** | go **directly into higher education after high school,** i.e., the fall term of the academic year following their high school cohort graduation. | go **directly into higher education after high school,** i.e., any term (fall/winter/spring) during academic year following high school cohort graduation. |

**NOTES:**

1. For all levels in math, placement into more advanced courses than designated in the agreement will depend on additional local institutional placement processes (transcript, high school GPA, additional testing, etc.).
2. For level 2 math, course placement into a specific non-calculus pathway course may be determined by additional local institutional processes (transcript, high school GPA, additional testing, etc.).
3. For math, colleges may require additional placement information for initial entry into college-level math courses beginning in the winter term of the entry year following high school graduation. For both math and English individual colleges may also extend the time period for honoring the scores for placement.

1. College readiness/transition course for students heading toward college math not on the calculus pathway currently being designed collaboratively by higher education faculty and high school teachers (to be offered at pilot site districts in 2014-15, available at scale in 2015-16 [↑](#footnote-ref-1)
2. Year 12 English college readiness/transition course currently being designed collaboratively by higher education faculty and high school teachers (to be offered at pilot site districts in 2014-15, available at scale in 2015-16) [↑](#footnote-ref-2)